

Strengthening the Child and Family Specialization Curriculum through Developing Standard, Explicit, and Sustainable Assessments and Outcomes

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Introduction

- ❑ Social workers learn theoretical concepts in class, however, students often struggle to understand how to apply these theoretical frameworks to real life situations
- ❑ This project aimed to develop standard, explicit syllabus for SW717 that would enhance the learning experience and practice skills for students in the Child and Family Specialization

Target Student learning objectives:

1. Enhance **Interview** skills with children and families
2. Develop strong **theoretically based practice** skills

Approach to Course Development

1

- Identify key student competencies for the courses: *values, cognitive and affective processing, knowledge, & diversity*

2

- Gather feedback on SLO's and pedagogy from: Alumni; Adjunct Lecturers; Prior Child and Family Specialization Chair; Key Stakeholders; Field Supervisors

3

- Identify reading material that would assist students in their ability to both comprehend and apply theoretical constructs to social work practice

4

- Develop a revised syllabi with **key assignments** and pedagogical **methods** and pilot the two classes

5

- Work with lecturer teaching the same course to apply the pedagogical approach for the signature assignment and evaluate student work

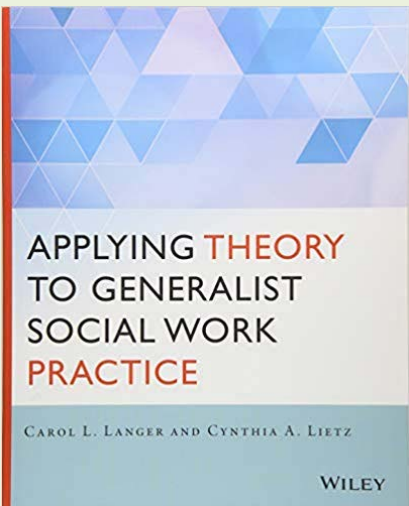
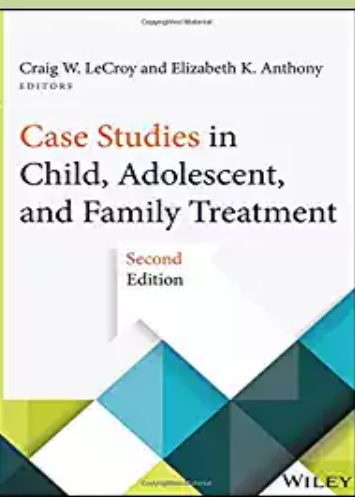
Signature Assignment & Pedagogical Approach

Signature Assignment:

- Two video simulations and two written reflections - The first video simulation prepares students for the second peer-reviewed simulation
- Students review one another's recordings and provide structured peer feedback
- Students critically reflect upon their own skills

Textbook

Utilize clear and social work oriented practice texts specifically designed to help students understand the application of theory to direct practice

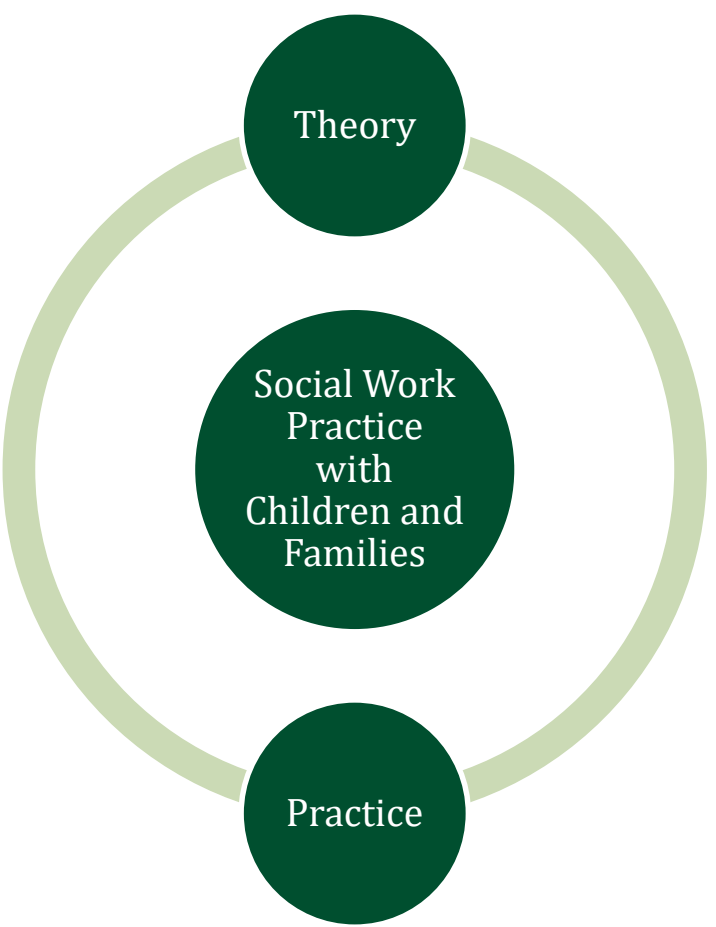


Case-Studies

Using both Instructor's practice knowledge and Text Book examples, provide students with cases that could be viewed from varied theoretical perspectives

Role-Play & Class Discussion

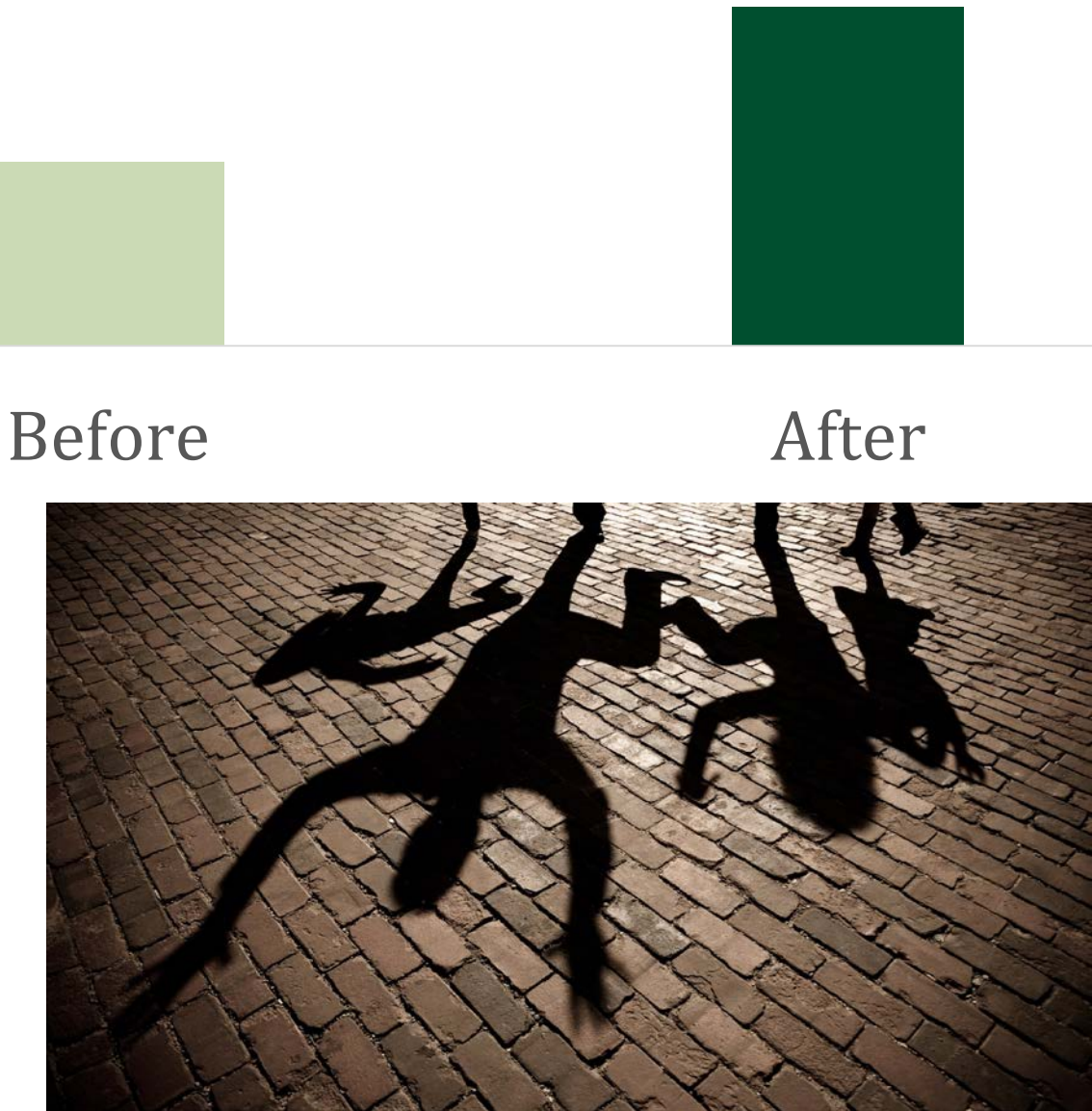
Theoretical Concepts were presented then broken down using case studies, video examples, and role-play. In-class time provided students an opportunity to discuss and practice applying theories to specific child and family scenarios.



Resources for Pedagogy

- Langer, C.L. & Lietz, C.A. (2015). *Applying Theory to Generalist Social Work Practice*. Hoboken, New Jersey: Wiley.
- LeCroy, C.W. (2015). *Case Studies in Child, Adolescent, and Family Treatment (4rd ed)*. Hoboken, New Jersey: Wiley.
- Van Hook, M.P. (2016). *Social Work Practice with Families: A Resiliency-Based Approach*. New York, Oxford Press.

Evidenced Improvement



In the previous academic year **less than half** of the class clearly utilized a specific theory in the signature assignment. After the implementation of the new pedagogical approaches, approximately **90%** of students across all 3 sections applied a specific theory the signature assignment.

In addition:

- Instructor observed an increased understanding of theories and their applicable use in practice among students
- Students demonstrated an increased awareness of their own “theorizing” process through class discussion and reflection assignments
- Instructors saw increased engagement of students linking theory to practice

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